

This is an example of a teaching portfolio, used for application for a position as an associate professor at the department of anthropology.

## TEACHING PORTFOLIO

Name

### CONTENTS

- Teaching experience and supervision
- Areas of responsibility
- Teaching approach and initiatives
- Examples of exercises used to facilitate learning
- XXXXX
- Working with evaluations
- Teaching training

### TEACHING EXPERIENCE

#### Department of XXXXX, University of Copenhagen

- 2016      *XXXXX Methods*. Mandatory course for BA students, 3<sup>rd</sup> semester. Taught in Danish. The students have weekly lectures and classes where they are divided in groups of 30 students. I was responsible for class teachings of one group and was present for the lectures and co-taught some of them. The course has an experiential approach of teaching project design and fieldwork methods. The students received supervision during their three weeks fieldwork and for the data analysis, oral presentation disseminating their findings and exam paper. Graded examination essays with external examiner.
- 2016      *Using XXXXX's analytical tools to solve business problems*. Elective summer course for MSc and BA students, taught in English. 20 students. I contributed to the development of the course and reading list. It was conducted in collaboration with the consultancy ReD Associates and Novo Nordisk. The students were given the task of using YYYYYY work and analysis to solve business problems and learned about the relationship between business consultancy and XXXXX and included YYYYYYwork among people with diabetes in Denmark.

- 2016 XXXXX. Elective course for MSc and BA students, taught in English. 40 students. Taught and co-developed the course on contemporary YYYYY including themes as urban inequality, issues of urban development and governance, gentrification, slum upgrading, and a XXXXX-work exercise in Copenhagen. Graded examination essays.
- 2015 XXXXX *Methods*, mandatory MSc course in YYYYY. Guest teacher on ZZZZ and ZZZZZ techniques.
- 2015 XXXXX *of ZZZZZ*, mandatory MSc course. Guest lecturer on my research in Brazil, urban poverty and visual ZZZZZ methods.
- 2012 *Contemporary XXXXX Theory*, mandatory MSc course, taught in English. 20 students. The setup was weekly lectures for all students and then classes in which the students were divided in three groups. I was responsible for one group's weekly teaching and exercises. The course reading entailed a wide variety of contemporary XXXXX theory. Classes focused on enhancing the students' analytical skills and developing their analytical framework for their MSc thesis.
- 2012 XXXXX-work *methods*, mandatory MSc course, taught in Danish. 14 students. Students had weekly lectures and then classes in which the students were divided in three groups where the students were taught through experiential learning methods a wide variety of XXXXX-work methods, how to write a project design and supervised in developing their XXXXXwork proposal for their MSc thesis XXXX-work.
- 2011–2012 *Urban poverty, social exclusion and politics of slum upgrading in an XXXXX perspective*. 37 students and students waitlisted. Elective course for BA and MSc students, taught in English. I developed and taught the course on urban development, slum upgrading and social exclusion in Africa and Latin America. Graded examination essays.

### **Guest lectures at various departments and universities**

- 2015 Aarhus University. School of Culture and Society - Department of XXXXX. Guest lecture for BA students on my research in Brazil. The class was based on several readings I had selected incl. an article of mine and they watched my YYYYY film ZZZZZ (2014). We discussed both the film and the readings in terms of their contents and the process of producing them.
- 2014 King's College London. King's Brazil Institute, course on Brazilian Government and Politics. Guest lecture for graduate students on my research in Brazil in relation to recent developments in national politics and policies of social inclusion and urban development.

- 2014 Portuguese and Brazilian Studies, University of Copenhagen. Guest lecture for BA students on my research in Brazil and my film *ZZZZZ* (2014).
- 2014 Aarhus University, Brazilian Studies. Guest lecture for graduate and undergraduate students on my research in Brazil and my film *ZZZZZ* (2014).
- 2012 Department of Computer Science, University of Copenhagen. Guest lecture on XXXXX-work and design YYYYY incl. feedback on student projects that entailed XXXXXwork in order to develop a new technology for an organisation or company.
- 2011 Copenhagen Business School, Department of International ZZZZZ and Communication Studies. Two guest lectures for 200 students on XXXXX research methods and analysis incl. a YYYYY-work exercise in Copenhagen.

## TEACHING OUTREACH

- 2016 “Doing XXXXXwork in a highly politicized field among informants who are politically disengaged”. Guest lecture, the student organized Armchair YYYYY Sessions, Department of XXXXX, University of Copenhagen.
- 2016 “Brazil - from progress to impeachment and recession”. Guest lecture, Department of Political Science, University of Copenhagen, hosted by the student forum *International Debat*.
- 2016 “The current crisis in Brazil”. Guest lecture , Christians Havns Gymnasium (Danish high school) on the recent developments in Brazil and my Brazil research.
- 2016 “Favelafornyelse, forbrugsdrømme og en fremtid i forandring”. Public seminar on Brazil at the cultural centre, Osramhuset, Copenhagen. 50 attendants.
- 2015 – 2016 ”Verdens Magter” [The world’s powers]. Lectures on Brazil in the lecture series Verdens Magter. Folkeuniversitet København. 100 attendants.
- 2015 Public presentation on contemporary Brazil and my book chapter on Brazil in the publication *The World’s Powers* by Raeson publishers. Copenhagen Central Library. 30 attendants.
- 2015 “Brazil in Africa”. Presentation on Brazil’s technical cooperation with Africa at the Danish Ministry of Foreign Affairs. 14 attendants.
- 2014 Public presentation on Brazil and my ethnographic film at a cultural centre, Kvarterhuset Amagerbro, in Copenhagen. 40 attendants.
- 2014 ”Jorden Rundt På 6 Timer” [Around the World in Six Hours]. Presentation on Brazil in Vejle organized by Raeson publishers in connected with the publication *The World’s Powers*. Attendants: 800 high school students.

2011 Co-organized and taught an evening course in medical anthropology. Folkeuniversitetet København. 18 students.

## SUPERVISION

### University of Copenhagen

2016 Bachelor supervisor and examiner, four students. Group supervision. Department of XXXXX.

2014 MSc thesis supervisor and examiner of one student. Department of XXXXX.

2013 MSc thesis co-supervisor for one student at Minority studies, University of Copenhagen.

2012 Bachelor supervisor and examiner. Group supervision. Three groups of a total of 14 students. Department of XXXXX.

## AREAS OF RESPONSIBILITY

All courses I've taught, I have been single-handedly responsible for the class room teaching and exercises and fulfilling the teaching objectives. In all classes, I was responsible for communication with the students via the intranet platform.

For the course "Urban poverty, social exclusion and politics...", I designed the course outline and course objectives myself, selected the readings, and prepared and taught classes myself. I co-designed the course outline, the curriculum and course objectives for the elective summer course "Using XXXXX's analytical tools to solve business problems" in collaboration with the professor responsible for the course and our business partners.

## TEACHING APPROACH AND INITIATIVES

My approach to teaching is engaged and research based and draws on dialogical and experiential forms of learning as I unfold below. I plan my teaching by making explicit, which points the students should gain from the class, and I structure my teaching from the premise that 'there is no direct link between what I say and what they students actually learn'.

I typically introduce the class and the themes/issues/debates in question in the readings, followed by group exercises and group discussions and then I round off the class and sum up the points so the students take the key points with them home. Sometimes I ask them to state what they are taking with them from that particular class. I always aim to make explicit how classes are connected, helping the students see how each class and themes relates to the overall theme of the course and its objectives.

In the case of lectures, I do more talking more than in class, but I still try to break up the lecture every 15 or 20 minutes by opening up for questions and, depending on the setting, introduce small exercises. I like to use photos and videos of various types to exemplify the content of the class, which I find enable the students to learn and relate more easily to the topics of discussion.

Below are some examples of group exercises that I have found to be effective for engaging students and enhance their learning. The exercises reflect dialogical and experiential forms of learning, which I wish to develop further in my teaching as I find such approaches particularly useful.

### **Examples of exercises used to facilitate learning**

Adopting a research based teaching approach, I presented my own fieldnotes in order for students to see what they actually can look like, which is something XXXXX rarely share. They were used in a group exercise in which the students should identify the four different types of fieldnotes I had discussed in the beginning of the class. They marked the different types of fieldnotes with different colours. Then we compared the groups' markings, which was an effective way to discuss the quality of the different types of fieldnotes, the difficulty of distinguishing between them, and not least to identify which type of fieldnotes are the most important for the further analytical process with the data material and why.

### **Teaching outside the class room**

In a different class on fieldwork methods where students were introduced to the method of working with archival material, we took the students to public archives to enhance their understanding of what an archive is and what such material can do for one's research. The teaching was hereby moved out of the class room in order for the students to get hands-on experience with the topic in question.

### **Relating theory to real life issues**

Among the requirements for the student presentations in the contemporary theory course, we asked students to relate the issues discussed in the readings to current affairs. In this way, the academic readings were connected to 'real life' issues and shed light on these issues, showing the relevance of contemporary theory to understanding contemporary issues.

### **Mind map of theory and themes**

In the course on contemporary theory as well as the course on XXXXX, I presented the students with a mind map exercise in the middle of the semester and at one of the final classes. The students were divided into groups. They were asked to draw mind maps on large pieces of paper and connect all the course readings so far in a mind map. Then, we reconvened and each group presented their mind map and their thought processes.

Each mind map was different in its layout and as to whether the students had divided theoretical concepts, themes, authors or empirical cases. The sheer diversity of the mind-maps facilitated stimulating discussions on the course content and an awareness among the students of the many different analytical connections that could be established between the course readings.

The exercise enabled the students to establish analytical and thematic connections between readings and discuss how different readings could be combined and used in their examination essay. They also gained an overview of what they had learned from the readings so far. The mind map exercise was an exercise the students in both courses highlighted as particularly rewarding in the verbal mid-term evaluation. Based on their positive evaluations, I will incorporate this exercise even more into my future teaching.

### **Kick-off exercise**

In the course I taught on XXXXX theory, which is a demanding course that students at the department therefore tend to fear, I kicked off the course with a post-it exercise. The students were asked to jot down their thoughts on ‘theory’ on post-it notes and put them on black board. I brought all of them to the black board to read and discuss the comments and took that as a starting point for finding out their expectations and concerns about the course. Then, I gave them advice for how to approach the course and tried to bring theory ‘down to earth’ in order to diminish their fears and spark excitement. I also tried to make clear that ‘we are all here to learn’ so they should not fear ‘not knowing it’ all in advance.

### **ZZZZZ**

I have used a variety of ZZZZZ methods in my research, which have also been useful in my teaching to enhance learning. I enjoying teaching students how to work with ZZZZZZ and its many uses.

E.g. I have produced an film XXXXX (2014). Among the aims of producing the film was to disseminate my research findings to a wider and non-specialised audience in a visual format that could provide the viewer with insights into the field that a publication cannot.

The film is 21 minutes so it goes well with class room teaching of 45 minute sessions by allowing time for a brief introduction and to be followed by Q&A. I have presented it in numerous class room settings at universities in Brazil, Denmark and the UK, where it has served as an insightful platform of discussion and also led to discussion on how the students can use video and visual production in their own fieldworks.

An initiative I have taken during my employment at the Department of XXXXX is to organize twice the YYYYYY exhibition “ZZZZZ”, in which students, alumni and staff expose fieldwork photos. It aims to make visible the stories that these fieldwork photos tell, stories that have perhaps not yet been told, and challenges the fieldworker to visually disseminate their fieldwork findings. In

this exhibition, the photographs are exhibited in a digital slideshow format rather than the usual printed format.

## **WORKING WITH EVALUATIONS**

The oral midterm evaluations is crucial for tuning in on the students' experiences of what works and what needs to be improved. Such an evaluation is also an evaluation of their efforts in class since enhancing their learning in very much a collaborative process between an engaged teacher and active students. I view teaching as a relational process and use the results of the evaluation to discuss our inter-relational expectations towards the learning goals. Overall, I find that the verbal midterm evaluation more useful than the final course evaluation because the course is still ongoing so I can adjust and see the results of the adjustments. However, I find the final course evaluation particularly useful for evaluating the course readings and which adjustments to consider for the reading list.

## **TEACHING TRAINING**

- Completed a teacher training course for PhD students at the Teaching and Learning Unit of XXXXX, UCPH. The course included two full days of training, teaching supervision, individual feedback and follow up meetings. Please see the diploma.
- Participated in preparatory meetings for BA supervisors at the Department of XXXXX, UCPH.